



Missouri Learning Standards Talking Points

For Grade- and Course-Level Expectations

Main message: The Missouri Learning Standards further define our high expectations for what Missouri students should know and be able to do in each course and grade level, helping ensure they graduate prepared for college, career and life.

- The Show-Me Standards define what students should learn by the time they graduate from high school. These standards have been in place since 1996.
- The revised Missouri Learning Standards were developed by Missourians for Missouri students. These expectations are challenging, yet attainable, for students in our state.
- Department staff incorporated feedback from Missouri educators, legislators, academic researchers and the public, who submitted more than 3,600 comments about the academic expectations.
- Local districts will continue to develop their own curriculum as they have in the past. Teachers will continue to develop their own lesson plans to help students achieve expectations within the new standards.
- School districts will use the new grade- and course-level expectations when developing the local curriculum they teach in their schools.

Timeline

- As a result of legislation passed in 2014 (HB 1490), work groups made up of parents and educators developed the proposed expectations from 2014-2015.
- The work groups' documents were due to the State Board on October 1, 2015.
- The Department collected feedback on the documents from October 2015 through March of 2016.
- Department staff used the feedback to align expectations between the K-5 and 6-12 work group proposals.
- The State Board of Education will vote on the Missouri Learning Standards in April.
- The final Missouri Learning Standards document and crosswalks comparing the current standards to the new learning expectations will be available by May 15.

Department Support

- Staff organized the expectations for more consistency across content and grade-levels.
- DESE will provide optional support materials such as: examples, glossaries, assessment and curriculum documents, crosswalks, upper-level course guidance, course selection models and three-dimensional learning resources.

Assessments

- Missouri is no longer a member of the Smarter Balanced Assessment Consortium.

April 15, 2016

- The 2016 and 2017 assessments will be administered as scheduled based on the same standards as in 2015. The testing platform will not change from 2014-15, so students will not have to adjust to a new layout/functionality or new standards.
- The Department will develop new assessments to measure student progress toward the expectations within the new Missouri Learning Standards.
- New English language arts and math tests will be available in spring 2018.

English Language Arts

- In K-5 English language arts, more emphasis was placed on students using research in their writing.
- Cursive writing was added to the K-5 English language arts expectations. The previous standards urged legible writing, but they did not specify cursive writing.

Mathematics

- The new expectations for high school mathematics were reorganized into traditional high school math courses (as they were in previous expectations).
- A few expectations have changed grade levels. For example, lessons on time and money moved back down to earlier grades.

Science

- Science expectations transitioned from fact memorization–based to an application-based approach.
- The new expectations ask students to use scientific processes in context throughout the year. Students must also do more research-based inquiry.
- These expectations seek to encourage students' natural scientific curiosity about the world around them.

Social Studies

- The social studies expectations have a higher level of complexity and rigor than previous standards.
- There is less emphasis on asking students to list or describe, and more emphasis on asking students to evaluate or analyze.
- There is greater emphasis on critical reading, writing and research.
- Missouri history moved from 4th grade back to 3rd grade as it was in the late 1990s. This change allows districts to incorporate other social sciences in 4th and 5th grade such as economics, geography and government.